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| *For every activity in a learning sequence…* | **3 ½ Steps Towards Differentiating Learning Activities with WIDA** |

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| **1. Identify five key features of the activity** *… in order to clarify the activity’s language demands* | **For the activity, identify the following:**   |  |  | | --- | --- | | (a) primary **Language Domain,** | *Is it primarily a speaking, listening, reading or writing activity?* | | (b) the **Language Function**, | *See the list at http://mplsesl.wikispaces.com/file/view/langfunc.pdf.* | | (c) the **Content Ffocus,** | *to determine needed* ***content vocabulary & comprehension support*** | | (d) the **Standards-Related Learning Target** | ***What essential learning is the activity in the service of?*** | | (e) the **Language Supports** | See the list at the bottom of the page. | |
| **2. Determine the WIDA Proficiency Levels the activity is “pitched” to…**  *using the WIDA CVC Criteria.*  *In other words, what’s the lowest WIDA Proficiency that could meaningfully participate?* | **Criteria for Performance Definitions**   * **Linguistic Complexity**: The **amount and quality** of speech or writing for a given situation * **Vocabulary Usage**: The **specificity of words or phrases** for a given context * **Language Control**: The **comprehensibility** of the communication **based on the amount and type of errors**  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  | | | | | |  | **1 – Entering** | **2 – Emerging** | **3 – Developing** | **4 – Expanding** | **5 – Bridging** | | **Linguistic Complexity** | *Single words* | *Phrases, short sentences* | *Series of related sentences* | *Moderate discourse* | *Complex discourse* | | **Vocabulary Usage** | *Most common vocabulary* | *High frequency vocabulary* | *General and some specific vocabulary* | *Specialized & some technical vocab* | *Specialized & technical vocab* | | ***Language Control*** | *Memorized language* | *Errors inhibiting communication* | *Meaning overrides errors* | *Language w/minimal errors* | *Language comparable to English peers* | |
| **3. Figure out an analogous activity for lower proficiency levels.***…*  *How can the learning goal be furthered with less demanding language?* | |  |  |  | | --- | --- | --- | | **Can-Do Descriptor for Grade Cluster 3-5 Speaking** | | | | **Level 2: Expanding** | **Level 3: Developing** | **Level 4: Expanding** | | • Ask simple, everyday questions (e.g., “Who is absent?”)  • Restate content-based facts  • Describe pictures, events, objects, or people using phrases or short sentences  • Share basic social information with peers | • Answer simple content-based questions  • Re/tell short stories or events  • Make predictions or hypotheses from discourse  • Offer solutions to social conflict  • Present content-based information  • Engage in problem-solving | • Answer opinion questions with supporting details  • Discuss stories, issues, and concepts  • Give content-based oral reports  • Offer creative solutions to issues/problems  • Compare/contrast content-based functions and relationships | |
| **3.5. Consider whether greater levels of scaffolding will be enough to support the less proficient students** *…  but be careful with this!* | *Figure 3G: Examples of Sensory, Graphic and Interactive Supports*   |  |  |  | | --- | --- | --- | | **Sensory Supports** | **Graphic Supports** | **Interactive Supports** | | • Real-life objects (realia)  • Manipulatives  • Pictures & photographs  • Illustrations, diagrams & drawings  • Magazines & newspapers  • Physical activities  • Videos & Films  • Broadcasts  • Models & figures | • Charts  • Graphic organizers  • Tables  • Graphs  • Timelines  • Number lines | • In pairs or partners  • In triads or small groups  • In a whole group  • Using cooperative group structures  • With the Internet (Web sites) or software programs  • In the native language (L1)  • With mentors | |